

DWI DETECTION AND STANDARDIZED  
FIELD SOBRIETY TESTING

ADMINISTRATOR'S GUIDE

## PREFACE

The Administrator's Guide provides an introduction and overview of the DWI Detection and Standardized Field Sobriety Testing (SFST) Training Program. The acronym "DWI" means driving while impaired **and is synonymous with the acronym "DUI", driving under the influence.** These terms refer to any and all offenses involving the operation of vehicles by persons under the influence of alcohol and/or other drugs. However, the focus of this curriculum is on the alcohol-impaired driver.

**The procedures outlined in this manual describe how the standardized field sobriety tests (SFSTs) are to be administered under ideal conditions. We recognize that the SFSTs will not always be administered under ideal conditions in the field, because such conditions will not always exist. Even when administered under less than ideal conditions, they will serve as useful indicators of impairment. Slight variations from the ideal, i.e., the inability to find a perfectly smooth surface at roadside, may have some affect on the evidentiary weight given to the results. However, this does not necessarily make the SFSTs invalid.**

Enforcement of alcohol impaired driving is a complex and demanding law enforcement responsibility sufficient to warrant a separate curriculum. This is not to deny or minimize the importance of detecting and arresting drivers impaired by drugs other than alcohol. Indeed, other materials (as referenced in this document) are available from the National Highway Traffic Safety Administration (NHTSA) to improve police officers' skills in **detecting** and **apprehending** drug impaired drivers.

In this regard NHTSA has developed two modules that address drug impaired driving:

- o **"Introduction to Drugs That Impair"** a four-hour overview of drugs other than alcohol that impair.
- o **"Drugs That Impair Driving"** an eight-hour module that provides officers with information on the general observable signs of drug impaired drivers. This module was developed to increase officer awareness of signs of drug impairment and the need to make referrals to Drug Recognition Experts.

Either module is an excellent add-on or follow-up to the DWI Detection and Standardized Field Sobriety Testing training program. Both are highly recommended. **HOWEVER, NEITHER WILL QUALIFY AN OFFICER TO SERVE AS A DRUG RECOGNITION EXPERT (DRE).**

All of the aforementioned impaired driving courses have been approved by the International Association of Chiefs of Police (IACP). National standards have been established by IACP to ensure consistency in the content, delivery, and application of the SFST and drug impaired training. The SFST standards are provided in this Administrator's Guide (see Appendix B).

For more information regarding these impaired driver detection programs, contact your State Office of Highway Safety or your NHTSA Regional Training Coordinator (See Appendices E and F).

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## A. Purpose of This Document

The Administrator's Guide is intended to facilitate planning and implementation of the DWI Detection and Standardized Field Sobriety Testing Course. The core course consists of 16 sessions with two "live" alcohol workshops.

The Guide outlines acceptable options to the "core" training procedures (see "How Flexible Is The Course?", Item 7, page 7). It overviews the sequence of instruction, documents the materials and the teaching aides that make up the instructional package, describes course administrative requirements, and provides guidelines for discharging those requirements satisfactorily. The Guide sets forth the fundamental tasks that make up the job of DWI enforcement, and identifies knowledge, skills and attitudes police officers need to perform those tasks well. The Guide also outlines the preparatory work that must be accomplished (primarily at the departmental or academy level) before the course can be conducted, and outlines the follow-up work that should be undertaken, subsequent to training, to ensure that the desired outcomes of the training are realized.

## B. Overview of the Course

### 1. For whom is the training intended?

Participants should be any officers responsible for DWI enforcement who will actually use all aspects of the training, especially the three standardized field sobriety tests - horizontal gaze nystagmus, walk-and-turn and one-leg stand. Officers selected to attend this training should be aware of the hazards caused by impaired drivers, are motivated to arrest those drivers and their duty assignments enable them to spend the time required to process DWI offenders will benefit substantially from this course.

Some law enforcement agencies have concluded that the subject-matter should be offered only to officers who have amassed substantial on-the-job experience in detecting and arresting impaired drivers. Other agencies have advanced equally strong arguments to support the position that the training is appropriate for recruit-level officers. Either assessment is left up to the individual agencies using this curriculum. However, all user agencies should note that the ability to maintain the skills learned in this course will rapidly diminish if they are not reinforced by frequent "street" application and occasional in-service training. This is not to imply that this training is so complex or confusing that it can only be mastered by exceptionally skilled officers. The techniques of DWI Detection and use of the Standardized Field Sobriety tests can readily be grasped by anyone of average competence, provided they are willing to devote the appropriate time and effort to study and practice.

## 2. What are the purposes of the training?

The fundamental purpose of this training course is to foster DWI deterrence, i.e., to dissuade people from driving while impaired by increasing the odds that they will be arrested and convicted. This course is based on the assumption that a principal reason for enforcing DWI laws is to deter those who might otherwise be tempted to break the law. If potential DWI violators believe that there is a real risk of being caught, it is reasonable to believe most will refrain from driving while impaired.

Police officers can't possibly detect and arrest all DWI violators. Not all who are arrested will be convicted and punished. However, officers can improve the skills that increase the chances of detecting, arresting, recording, and articulating gathering sufficient evidence to sustain a conviction.

The training is based on the premise that officers perform two fundamental tasks which affect the likelihood of apprehending and convicting impaired drivers. The first of those tasks is Detection. In this course, "detection" is defined as "the entire process of identifying and gathering evidence to determine whether a suspect should be arrested for DWI". DWI detection begins when an officer's attention is drawn to a particular vehicle or its operator. The precipitating events are unlimited. The initial "spark" that causes the officer to focus attention on the particular vehicle may carry with it an immediate, strong suspicion of the possibility of impairment; or, only a slight suspicion of the possibility of impairment; or, depending on the circumstances, no suspicion at all at that time. Regardless, it sets in motion a process in which the officer focuses on the particular individual and has the opportunity to observe and elicit additional evidence.

The detection process ends only when the officer formulates the decision either to arrest or not arrest the individual for DWI. That decision, is based on all of the accumulated evidence. Effective DWI enforcers do not leap immediately to the arrest/no arrest decision. Rather, they proceed carefully through a series of intermediate decisions, each of which can elicit evidence. The course clearly outlines each decision step.

Successful DWI detectors are those officers who know what to look and listen for, who have the skills to ask the right questions and to choose and use the right tests. They are highly motivated and apply their knowledge and skill whenever they contact someone who may be under the influence. In this way they tend to make more DWI arrests and gather the best possible evidence to support their charges.

The second basic task of effective DWI enforcement is Description. Just as detection is the process of collecting evidence, description is the process of articulating evidence. Successful description demands the ability to verbally convey evidence clearly and convincingly. The officer's challenge is to communicate observational evidence to people who weren't there to see, hear or smell the evidence themselves. The officer's tools are words. These words make up the written report and verbal testimony which the officer uses to "paint a word picture" when communicating with the prosecutor, the judge, the members of the jury, and the defense attorney. This skill allows these people to develop a sharp mental image that allows them to "see," "hear," and "smell" the evidence. Successful DWI describers have the verbal skills needed to use descriptive words and phrases to communicate their evidence clearly and convincingly.

This training will help officers become more skillful at detection and description, make more DWI arrests, and obtain more convictions. These actions will lead to greater DWI deterrence through less impaired driving and fewer crashes, injuries and deaths.

3. What will the participants get out of the training?

Participants will learn to: recognize driving behaviors and other indicators commonly exhibited by impaired drivers; become better detectors and better describers by improving their knowledge, attitudes and skills in detecting the impaired driver and articulating their observations; develop a better understanding of the tasks and decisions involved in the DWI detection process; recognize the magnitude and scope of DWI-related crashes, injuries, deaths and property loss, and other social aspects of the DWI problem; understand the deterrent effects of DWI enforcement; have a better understanding of the legal environment relevant to DWI enforcement and use of the three standardized field sobriety tests (SFST); know and recognize typical clues of alcohol impairment that may be detected during face-to-face contact with DWI suspects; know and perform the appropriate administrative procedures for the divided attention psychophysical tests; know and perform appropriate administrative procedures for the horizontal gaze nystagmus test; know and recognize typical clues of alcohol impairment that may be seen during administration of the SFSTs; understand the DWI prosecution requirements and their relevance to DWI arrest reporting.

4. What subject matter does the course cover?

The course presents a substantial body of information relevant to the entire DWI detection process, including the organization, presentation and articulation of the evidence gleaned from that process. It also presents supportive information to bolster the participants' awareness of the importance of effective DWI enforcement.



Key elements of the subject matter include:

- o The involvement of impaired driving in traffic crashes, deaths and injuries, both nationally and within the participants' state(s).
- o The concept of general deterrence of DWI, and evidence of the effectiveness of deterrence in reducing impaired driving.
- o Laws governing DWI and its enforcement within the participants' state(s).
- o The concept of detection as a three-phased process, with specific evidence-gathering and decision-making tasks in each phase.
- o The kinds of evidence of alcohol impairment typically associated with each phase of detection.
- o Concepts and principles of divided attention (psychophysical) testing.
- o Concepts and principles of Horizontal Gaze Nystagmus (HGN) testing.
- o Guidelines for processing suspects arrested for DWI, preparing arrest reports and delivering testimony in DWI trials.

5. What activities take place during the training?

The principal activity of this course is hands-on practice by the participants. In a variety of ways, they spend approximately three-quarters of the total training time actually doing various elements of the detection and description tasks. They observe video-taped presentations of vehicles and operators and gather evidence of impairment. They form decisions, i.e., to stop suspected impaired drivers, to request them to exit their vehicles, to administer standardized field sobriety tests, and to decide to arrest or not arrest them. They write narrative and other reports to document that evidence. They organize and testify to the evidence they have observed. Most significantly, they practice -- again and again -- administering and interpreting the standardized field sobriety tests.

Even though significant time is spent in lectures and demonstrations by instructors, the participants are active participants, never passive listeners.

Among the most important learning activities of the course are the following:

- o Video-taped presentations of vehicles and operators exhibiting indicators associated with the various phases of DWI detection. Participants view the tapes, then identifies and records the clues of possible impairment.

- o Brief "testimony" sessions are conducted where selected participants attempt to give clear, convincing verbal descriptions of the clues observed in the video presentations.
- o "Dry run" practice in administering standardized field sobriety tests. Participants work in small groups, taking turns administering Horizontal Gaze Nystagmus, Walk-and-Turn, and One-Leg Stand to each other.
- o "Controlled drinking" practice(s), in which participants administer the standardized field sobriety tests to volunteers (not members of the class) who have consumed various amounts of alcohol. Participants also practice observing, recording and interpreting test results during these sessions.
- o NHTSA/IACP approved video tapes of the three standardized field sobriety tests being performed by volunteer drinkers are available for options one and two only. These tapes allow participants to practice observing, interpreting and recording the tests.

**NOTE: The IACP strongly believes that conducting live alcohol workshops is the optimal way of achieving the learning objectives of this training.**

- o Report writing exercise, in which participants view a video tape of a simulated DWI detection/arrest sequence and prepare a detailed narrative report.
- o Moot court, in which selected participants "testify", based on the contents of their narrative reports.
- o Written tests, in which participants demonstrate their knowledge of the content subject matter.
- o A field sobriety proficiency examination, in which participants demonstrate their ability to administer Horizontal Gaze Nystagmus, Walk-and-Turn and One-Leg Stand tests.

#### 6. How long does the training take?

The core curriculum consists of 16 sessions that span 22 hours, 45 minutes of instruction, excluding breaks. With additional brief breaks and meal periods, the course requires three full training "days". There is no need to conduct the training for three consecutive days, nor to adhere to a traditional 8:00am - 5:00pm class day schedule. For example:

- o There may be reasons to spread the course over a five-day period or conduct some sessions at night.
- o A five-day sequence, with an average of four-to-five hours' instruction each day, will afford the participants more independent study time and a better opportunity to assimilate the information presented.
- o Scheduling the "controlled drinking" practice sessions at night makes it easier to recruit volunteer drinkers. Also, it allows participants to practice administering the standardized field sobriety tests under more realistic circumstances (most impaired driving arrests occur at night). If weather permits, these practice sessions can be held outdoors to enhance realism.
- o Evening and nighttime training sessions are less susceptible to interruption. A court appearance could cause a student to be absent from a daytime class for several hours. Such absences cannot be tolerated in this course: there is simply no way that a student can achieve the training objectives if several hours of instruction or practice are missed. **SESSIONS MISSED DURING EXCUSED ABSENCES MUST BE MADE UP.**

The sequence and duration of the 16 session are listed below.

Session	Title	Duration
I	Introduction and Overview	30 Minutes
II	Detection and General Deterrence	50 Minutes
III	The Legal Environment	70 Minutes
IV	Overview of Detection, Note Taking and Testimony	50 Minutes
V	Phase One: Vehicle In Motion	90 Minutes
VI	Phase Two: Personal Contact	90 Minutes
VII	Phase Three: Pre-Arrest Screening	40 Minutes
VIII	Concepts & Principles of the Standardized Field Sobriety Tests	200 Minutes
IX	Test Battery Demonstrations	40 Minutes
X	"Dry Run" Practice	50 Minutes
XI	"Testing Subjects" Practice: First Session	120 Minutes
XII	Processing the Arrested Subject and Preparing for Trial	90 Minutes
XIII	Report Writing Exercise and Moot Court	90 Minutes
XIV	"Testing Subjects" Practice: Second Session	120 Minutes
XV	Review and Examinations	110 Minutes
XVI	Program Conclusion	50 Minutes

- o *Officers trained in the NHTSA/IACP-approved SFST curricula, prior to the below revision date, remain qualified to administer and interpret the SFSTs based on their previous training.*

7. How flexible is the course?

All of the training objectives are considered appropriate and essential for police officers who wish to become proficient at detecting evidence of DWI and at describing that evidence in written reports and verbal testimony. All of the subject matter is considered necessary to achieve those objectives. All of the learning activities are needed to ensure that the participants master the subject matter.

This curriculum normally takes about 24 hours to teach. To be recognized by IACP, regardless of hours, the student must have met all of the listed learning goals and performance objectives included in each of the 16 sessions.

This course is "flexible" in that it can easily be **expanded** since it does not cover all dimensions of DWI enforcement. For example, NHTSA has developed two modules addressing impairment by drugs other than alcohol. One module is approximately 4 hours in duration, the other module is approximately 8 hours. Both modules are designed to be completely compatible with this course and are excellent additions to the training whether taught independently or as an add-on.

In recognizing the limitation some agencies have in conducting live alcohol workshop, NHTSA sponsored research involving the use of video-tapes as an alternative training procedure (NOTE: See Attachment C). As a result of this research, NHTSA/IACP will now allow two options to the core curriculum:

OPTION ONE: To substitute NHTSA/IACP approved video tapes of "dosed" subjects for the first alcohol workshop (See Session XI-A) but to conduct the second alcohol workshop "live" as indicated in Session XIV.

OPTION TWO: To substitute NHTSA/IACP approved video tapes of "dosed" subjects for both live alcohol workshops (See Sessions XI-A and XIV-A).

It is critical to note that the purpose of this training is to ensure that participants become proficient in administering and interpreting the standardized field sobriety tests. **Therefore, if either option one or two is selected, each student must maintain a log of every SFST administered.**

Note: During training, the Standardized Field Sobriety Tests (SFST) must be administered each time exactly as outlined in this course. For field conditions, refer to page 1 of the Preface.

### C. Overview of the Curriculum Package

In addition to this Administrator's Guide, the curriculum package for the DWI Detection and Standardized Field Sobriety Testing course consists of the following documents and materials:

- o Instructor's Lesson Plans Manual
- o Visual Aids
- o Student Manual

#### 1. Instructor's Lesson Plans Manual

The Instructor's Lesson Plans Manual is a complete and detailed blue print of what the course covers and of how it is to be taught. It is organized into sixteen modules, each corresponding to one of the course's sessions.

Each module consists of a cover page, an outline page, the lesson plans, and master (paper) copies of the visual aids ("slides") referenced in the lesson plans.

The cover page presents the session's title and the total instructional time required to complete the session.

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The outline page lists the specific learning objectives of the session, i.e., what the participants will be able to do once they have successfully completed the session's learning activities. The outline page also lists the session's major content segments and the principal types of learning activities that take place during the session.

The lesson plans themselves are arranged in a three-column format.

- o The left column contains the training aides, i.e., time frames, visual aides, questions to be asked, etc.
- o The center column contains the "Content", i.e., an outline of what is to be taught.
- o The right column contains "Instructor Notes". They provide guidance concerning how the content is to be taught. The "Instructor Notes" specify, for example, how the instructor is to present the material, involve the participants in the presentation, oversee their practice and ensure that they assimilate the material.

Typical entries on the "Instructor Notes" pages cover:

- o The approximate amount of time to be devoted to each major content segment;
- o Points requiring special emphasis;
- o Specifications and procedures for the hands-on practice opportunities;
- o Personal notes.

The Instructor's Lesson Plans Manual serves, as a means of preparing the instructor to teach the course. Every instructor should review the entire set of lesson plans to become familiar with the content and learning activities and develop a clear understanding of how the course "fits together". Instructors are expected to become thoroughly familiar with every session they are assigned to teach, to prepare acetate copies of the overhead transparencies ("slides"), to assemble all "props" and other instructional equipment referenced in the lesson plans, and to augment the "instructional notes" as necessary to ensure that individual teaching styles and experiences are applied to the content and learning activities.

The Instructor's Lesson Plans Manual serves as an in-class reference document for helping to maintain the sequence and pace of presentations and other learning activities. However, the information contained in the outlines are not to be read verbatim to the participants.

## 2. Visual Aids

Four kinds of audio-visual aids are employed in this course.

- o Wallcharts
- o Dry-erase board/flip-chart presentations
- o "Slides" (PowerPoint slides)
- o Computer-generated presentations
- o Video tapes

The wallcharts are permanently-displayed items. They consist of sketches with brief captions intended to depict major themes and segments of the course. Wallcharts can be handmade, using colored marker pens, on flip-chart sheets.

The sketches and text must be large enough so that they may be viewed from any seat in the classroom.

Master (paper) copies of the recommended wall charts are included in the Instructor's Lesson Plans Manual. Those masters may be photocopied onto acetate to produce overhead transparencies. The transparencies, in turn, can be projected onto flip-chart sheets and traced with colored markers to produce the wallcharts themselves.

The dry-erase board/flip-chart presentations, as outlined in the lesson plans, are self-explanatory.

The "slides" or are simple graphic and/or narrative displays that emphasize key points and support the instructor's presentation. Paper copies of all "slides" referenced in the lesson plans are found in each module of the Instructor's Lesson Plans Manual. The instructor should supplement the slides with locally prepared materials wherever appropriate.

The computer-generated presentations include PowerPoint or other similar programs.

Video tape presentations are provided and referenced in the instructor lesson plans. For example, a 10-minute presentation entitled "Visual Detection of DWI", and a 12-minute video entitled "The Detection of DWI Motorcyclists" are used in Session V.

Other video presentations consist of brief encounters with impaired motorists. These segments cover vehicle in motion observations, face-to-face contacts, and standardized field sobriety testing. Each video taped contact provides the participants an opportunity to practice recognizing and documenting observational evidence of DWI. Subsequent to each contact, selected participants are called upon to practice "testifying" about their observations.

The remainder of the video-tape presentations are classroom lectures-and-demonstrations covering the three standardized field sobriety tests and the NHTSA/IACP approved video-tapes used as options to the controlled drinking workshops in Sessions XI-A and XIV-A. The video-tapes may also serve as a review for graduates of the course.

### 3. DWI Detection and Standardized Field Sobriety Testing Student Manual

The DWI Detection and Standardized Field Sobriety Testing Student Manual serves as a reference source for the course. It provides a set of summary notes on the topical contents of each session.

The Student's Manual is intended to be used during the entire 16 sessions.

## D. General Administrative Requirements

### 1. Facility Requirements

The presentation/demonstration sessions of the DWI Detection and Standardized Field Sobriety Testing course require a classroom with ample table/desk space for each student; an overhead projector and screen; a video tape player and one or more monitors easily visible to all participants; and, a dry-erase board and/or flip-chart. The classroom must have sufficient open space to permit realistic and clearly visible demonstrations of the standardized field sobriety tests. If possible, the participants' tables/desks should be arranged in a U-shaped format, so that the instructors can conduct their demonstration in the open space in the center.

The hands-on practice sessions and the proficiency examinations require additional space consisting of a large open area (free of any obstructions such as tables, chairs, etc.) in which teams of participants can work without interfering with each other. It must be possible to mark straight lines 12 to 15 feet long on the floor to facilitate practicing the Walk-and-Turn test (i.e., strips of easily removable tape). If weather permits, these practice sessions can be held outdoors to enhance realism.



The live "Testing Subjects" Practice Sessions (XI and XIV) require a separate room for the volunteer drinkers and use of one or more accurate breath testing instruments devices for monitoring their blood alcohol concentrations (BACs).

## 2. Instructor Qualifications

SFST instructors **MUST** have successfully completed the NHTSA/IACP approved Standardized Field Sobriety Testing (SFST) training program or its equivalent, and have experience in administering the SFSTs as well as providing testimony in court in the area of DUI/DWI enforcement. Dedicated, qualified instructors are critical to the continued success of the SFST program.

SFST instructors are responsible for observing, evaluating and verifying the performance of SFST candidates throughout the training process. Therefore, only persons experienced in the administration of the SFST battery should become instructors in the SFST training program.

If additional instructors are needed, at least one should be experienced in conducting an alcohol workshop. A ratio of at least one instructor for every 6 participants is recommended. Their responsibilities include coaching participants during the various hands-on practice sessions, and conducting the proficiency examinations during Session XV. All instructors must be fully proficient in administering the standardized field sobriety tests. It also may be beneficial to recruit an experienced DWI prosecutor to assist in conducting certain segments in Session III, The Legal Environment, Session XII, Processing the Arrested Subject and Preparing for Trial, and Session XIII, Report Writing Exercise and Moot Court.

It is preferred that instructors for the **four-hour** "Introduction to Drugs That Impair" module be Drug Recognition Experts. The instructors for the **eight-hour** module "Drugs That Impair Driving" must be DRE instructors or SFST instructors who are certified DREs.

## 3. Class Size Considerations

This course is a highly participative learning experience. Participants need to have ample opportunities to practice applying the skills they are trying to learn; (i.e., observing, testifying, reporting and administration of the standardized field sobriety tests). Participants need substantial individual attention during practice sessions.

The recommended maximum class size is 24 participants. An ideal range would be 15-21.

## E. Guidelines for Controlled Drinking Practice Sessions

The SFST core curriculum requires the participation of volunteers who will consume carefully measured quantities of alcohol and submit to standardized field sobriety tests administered by the participants. Drinking volunteers are an essential resource for the core curriculum. Therefore, careful steps must be taken to ensure the volunteers' safety as well as their contribution to a worthwhile learning experience.

**NOTE: WEAPONS ARE NOT PERMITTED IN THE VICINITY OF ANY DRINKING VOLUNTEER.**

### 1. Criteria to be considered when selecting volunteer drinkers:

- o They cannot be members of the class.
- o THEY SHOULD NOT BE LAW ENFORCEMENT OFFICERS.
- o They must be verified to be at least 21 years old, but not over 65 years old.
- o They cannot have any history of alcoholism.
- o They cannot be known to suffer from any medical condition that may be exacerbated by alcohol (such as hypertension or diabetes).
- o They cannot be taking any medication (prescription or otherwise) that might adversely interact with alcohol.
- o They should be in good physical health.

### 2. Managing the Volunteer Drinkers

Transportation must be provided for the volunteers to and from the training session. Under no circumstances may volunteers be permitted to drive from the training session, regardless of their blood alcohol concentration (BAC) at the time of departure. Volunteers should be released only into the custody of responsible, sober persons.

It is suggested that there be a minimum of one drinking volunteer for every three to five participants.

From the time of their arrival until safely disposed of, volunteers must be kept under constant supervision. It is suggested that at least one monitor be present for every four volunteers. Volunteer must be paired with a monitor of the same sex. The aides must monitor the volunteers, serve their drinks, make sure they comply with the schedule, and kept under close observation.

**THE EFFECTIVENESS OF THE VOLUNTEERS AS TRAINING RESOURCES DEPENDS ON THEIR BLOOD ALCOHOL CONCENTRATIONS. IDEALLY, VOLUNTEERS AT ANY SESSION SHOULD ACHIEVE PEAK BACS BETWEEN 0.06 AND 0.14.**

Volunteers should be instructed to refrain from eating two hours prior to their arrival at the training facility. Food in their stomachs may affect the absorption of alcohol into their bloodstreams, and impede your ability to control their BACs.

Volunteers should be brought to the training facility a minimum of three hours before the practice session is scheduled to begin. Each volunteer should be breath tested, have their pulse, blood pressure, and HGN checked and recorded.

NOTE: Additional time may be needed for administrative procedures.

3. Guidelines for achieving target BACs.

The table below indicates the ounces of 80-proof distilled alcoholic beverage that volunteers should consume, in relation to their weight and the "target" peak BAC, during a three (3) hour interval.

<u>Weight (Pounds)</u>	<u>MEN</u>	<u>WOMEN</u>
110	5	4
120	6	5
130	6	5
140	7	5
150	7	6
160	8	6
170	8	7
180	9	7
190	9	7
200	10	8
210	10	8
220	10	8

230	11	9
240	11	9
250	12	10

It is suggested that volunteers consume half of the total allocated amount of alcoholic beverage during the first hour. They should refrain from drinking or smoking prior to any breath test.

NOTE: A volunteer may cease drinking at any time.

#### F. Course Administrative Planning and Preparation Requirements

Course administrative planning and preparation tasks are to:

1. Select officers whom you expect to devote substantial amounts of time to DWI enforcement.
2. Identify the learning objectives that are appropriate for your participants.
3. Tailor the instructional material, as appropriate, to conform to your learning objectives.
4. Select instructors and assign them to teach specific sessions of the course. Review the lesson plans and visual aids with the instructors. Give them sufficient time to prepare.
5. Prepare the instructional facilities by arranging the classroom seating format. Secure the necessary audio visual equipment and materials.
6. If the core curriculum or option one (1) is selected, recruit volunteer drinkers. Arrange for their supervision and transportation and secure the necessary supplies needed for the alcohol workshop(s).

#### G. Standards for Course Completion

In order to successfully complete this course of instruction, participants must pass the written examination and demonstrate proficiency in administering and interpreting the standardized field sobriety tests.

##### 1. The Written Examination

A written knowledge examination (post-test) is in the lesson plans for Session XVI. This test focuses on the administrative and interpretation procedures for the standardized field sobriety tests. Participants must achieve a grade of 80% to successfully complete this training.

NOTE: For retesting requirements refer to IACP National Standards, Section 1.4. (Appendix B)

## 2. Assessing Student Proficiency

Instructors must decide whether individual participants are proficient with the standardized field sobriety tests. This is accomplished by the following:

- o The lesson plans for Session XV (Review and Examinations) set forth a procedure for testing each student's ability to administer the three standardized field sobriety tests properly. "Passing" this test requires that the participants administer the complete test battery at least once, in an instructor's presence, without deleting or erroneously performing any of the critical administrative elements of the tests.

## H. Student Critiques

A student Critique Form is provided to document their ratings of course content and activities at the conclusion of the training. Evaluation of these critiques by the instructors and course coordinator is critical for maintaining a high degree of achievement in learning and delivery. The form is divided into eight parts:

- o Training Objectives
- o Workshop Sessions and Quality of Instruction
- o Course Design
- o Topic Deletions
- o Topic Additions
- o Overall Course Rating
- o Quality of Instruction
- o Final Comments or Suggestions

## I. SFST Field Evaluations

The DWI enforcement performance of officers completing this training should be monitored and evaluated on a regular basis (e.g. every six months). This assessment should examine such factors as:

- o The number of DWI arrests recorded by the graduate.
- o The average BAC of those arrests.
- o The percentage of arrests resulting in DWI conviction.

This information should help document the utility of the course, identify officers who may need refresher training, and secure continuing command-level support for the training.

IACP and NHTSA strongly recommend that officers document all administrations of standardized field sobriety tests. At a minimum, this documentation shall include subject's name, date, results of each test, the officer's classification of subject's BAC and measured BAC, if available. A sample log is included in Session VIII.

**NOTE: If options utilizing video-taped subjects have been used, maintaining the SFST Field Arrest Log is mandatory and extremely important.**

**REMINDER: Only the IACP/NHTSA options tapes are approved for the SFST instruction.**

J. Requests for Information, Assistance or Materials

Please contact your state's Office of Highway Safety, and/or your NHTSA Regional Training Coordinator for help in planning and conducting this training. (See Appendices E or F)

## SYNOPSIS OF THE SFST CURRICULUM

### An Overview of the 16 Sessions

#### Session I - Introduction and Overview

This session has three Segments: "Welcoming Remarks and Objectives", "Administrative Details", and "Pretest".

Give a brief welcome and introduction. Briefly describe your credentials for providing SFST training and carefully state the goals and objectives of the course. This is a **preparation** step, focused in the **cognitive domain** of learning. During this segment have the participants introduce themselves and print their names clearly on name tentcards, so that you will be able to call on them by name.

Next, you must attend to some essential "housekeeping duties", e.g., by notifying participants of the schedule that will be followed, pointing out the locations of rest rooms, lunch rooms, etc.

The final segment is an **evaluation** step in the **cognitive domain**. You will have your participants complete a 10-question pre-test that will allow you to assess how much they already know about DWI Detection and the SFSTs.

#### Session II - Detection and General Deterrence

This session has five Segments: "The DWI Problem", "Physiology of Alcohol", "Concept of General Deterrence", "Relating Detection to Deterrence Potential", and, "Evidence of Effective Detection and Effective Deterrence". In most of these segments, you will present and discuss with your participants some statistical information, which involves the **affective domain**, or attitudes. The second segment, Physiology of Alcohol, is a presentation step in the cognitive domain. It gives participants a brief overview of the nature and affects of alcohol. In this session you will help your participants reach some very important conclusions at the outcome of the course:

First, they will realize that impaired driving is responsible for the deaths and serious injuries of thousands of people in their own states. They have to believe that it is a serious problem that must be solved.

Second, they have to believe that many of the people who drive while impaired will stop doing that, at least some of the time, **if they fear getting caught**. Your participants must see that we can create the fear of being caught.

Finally, they have to believe that this notion of deterrence through fear of arrest really does work. You can show them evidence that it has worked in the past and you can show them how to make it work in the future.

This session is an essential preparation step for the remainder of the training. The participants must realize why it is important for them to improve their skills at DWI detection. But if they don't see the value of what you want them to learn, their learning efficiency will be low.

### **Session III - The Legal Environment**

This session has five Segments: "Basic DWI Statute", "Implied Consent Law", "Illegal Per Se Statute", "Preliminary Breath Testing", and, "Case Law Review".

The entire Session is a **presentation** step in the **cognitive domain**. It is designed to satisfy the well-recognized fact that "you can't enforce the law unless you know the law". The first four segments cover specific types of legislation that either define impaired driving offenses or that regulate the enforcement and prosecution of those offenses. It is the instructor's job to clarify those laws for the participants, so they will understand what they have to prove and how they have to prove it when they arrest someone for impaired driving. Because these laws vary from state to state, **you may have to modify the content of the first four segments to ensure that the information presented accurately reflects the statutes of your participants' jurisdictions**.

The final segment, "Case Law Review" focuses on how courts in various states have treated horizontal gaze nystagmus. You will need to clarify these decisions for your participants so that they understand how they must introduce HGN evidence to ensure its admissibility.

### **Session IV - Overview of Detection, Note Taking and Testimony**

This session is an important **preparation-plus-presentation** step in the **cognitive domain**. It has three Segments. In the first segment, "Three Phases of Detection", you will define an important concept of DWI Detection for your participants. This concept views detection as a continual process of evidence gathering that ends in the arrest decision. The concept forms the basis for nearly all of the sessions that follow. In the second segment, "DWI Investigation Field Notes", you will introduce the participants to a standard note taking guide that they will use in several subsequent hands-on practice sessions. In the final segment, "Courtroom Testimony", you will review requirements and procedures for presenting observed evidence of DWI violations.



## Session V - Phase One: Vehicle in Motion

This session is the first of several sessions in which you will **explain and demonstrate** techniques of detection and testimony, and subsequently coach your participants while they **practice** using those techniques. Both the **cognitive** and **psychomotor domains** of learning are involved.

Session V has five Segments. The first, "Overview: Tasks and Decisions", is a **preparation** step that defines what the patrol officer is supposed to do during the first phase of DWI Detection. The second segment, "Initial Observation: Visual Cues of Vehicle Operation", is a **presentation** step in which you explain and give concrete examples of the most reliable initial indicators of impaired driving. You will introduce fundamental concepts of alcohol impairment in this segment, and you will show two video tapes that portray what research has shown to be the most common visual cues of DWI.

The third segment, "Initial Cues, Recognition and Description", is a **coaching and practice** step. Specifically, your participants will watch video segments of vehicles exhibiting possible indicators of impaired driving, and they will attempt to recognize those indicators and to describe them clearly and convincingly in written notes. Following each video segment, you will select a student who will attempt to give a clear and complete **verbal** description of the observations in a simulated courtroom setting.

In the fourth segment, "Typical Reinforcing Cues of the Stopping Sequence", you will explain and give examples of the kinds of indicators of impairment that may be observed when an officer signals a driver to stop. This sets the stage for the final segment, "Initial and Reinforcing Cues, Recognition and Description". Here again, participants watch video segments of vehicles exhibiting some initial cues of DWI, and subsequently responding to an officer's stop command. The participants attempt to compile accurate and clearly descriptive notes on their observations of the video segments. You choose representative participants to offer verbal descriptions of the observations.

## Session VI - Phase Two: Personal Contact

This session is very similar in structure to Session V. Here again we are involved with both the **cognitive** and **psychomotor domains**, and we conduct the **preparation, presentation** and **coaching and practice** steps of the teaching-learning process. Our focus now, however, is on the recognition and description of clues of impairment that come to light after the suspect's vehicle has come to a stop and the officer comes into face-to-face contact with the suspect.

The first of the six segments of Session VI is "Overview: Tasks and Decision". In that segment, you set the stage by explaining what it is that the officer is supposed to do during initial personal contact with a possible DWI violator. In the second segment, "Typical Investigation Cues of the Driver Interview", you explain and give examples of evidence that officers may obtain through their sense of sight, hearing or smell. In the third segment, "Recognition and Description of Investigation Cues", your participants view a video segment that gives an opportunity to practice recognizing some clues. Subsequently, some members of the class are called upon to "testify" about those observations.

The fourth segment is "Interview/Questioning Techniques". Here, you explain and give demonstrations of simple procedures for questioning suspects that **divide their attention**, in an effort to elicit additional evidence of impairment.

The fifth segment is "Typical Clues of the Exit Sequence". In this segment, you explain and give examples of evidence that might be seen or heard when a suspect responds to an officer's request to exit the vehicle and proceed to roadside. Then, your participants view a brief video that portrays a typical exit sequence, and they practice recognizing and describing the cues exhibited in that sequence.

The final segment is "Recognition and Description of Initial, Reinforcing and Investigation Clues". This is an additional **coaching and practice** segment, in which participants view two video segments in order to recognize and describe the evidence portrayed. These videos are somewhat longer than the ones shown earlier, because they depict the initial sight contact with the vehicles, the stop command and the subsequent stopping sequence, the first face-to-face contact between officer and suspect, the interview of the suspect while still seated in the vehicle, and the exit sequence.

## **Session VII - Phase Three: Pre-Arrest Screening**

This session is a **preparation and presentation** step in the **cognitive and psychomotor domains**. It is in this Session that you first introduce the participants to the administrative procedures for the three standardized field sobriety tests.

The first segment, "Overview: Tasks and Decisions", is a **preparation** step, in which you explain what officers should do when employing SFSTs and preliminary breath tests (if applicable) to investigate suspected DWI violators.

In the second segment, "Divided Attention Tests: Concepts and Examples", you explain the fundamental concept of **divided attention** and its relationship to alcohol impairment, and you give several concrete demonstrations of tests that employ the concept. The two most important of those demonstrations focus on Walk-and-Turn and One-Leg Stand.

The third segment, "Horizontal Gaze Nystagmus: Concept and Demonstration", and the fourth segment, "Vertical Gaze Nystagmus", constitute the participants' initial exposure to **nystagmus**. You explain the phenomenon, and relate it to impairment by alcohol. You give initial demonstrations of administrative procedures for HGN. **Note** this is a very brief introduction to nystagmus the instructor is only setting the stage for Session VIII.

In the fifth segment, "Advantages and Limitations of Preliminary Breath Testing", you will explain the role of PBTs in the DWI Detection process. While you need to do a thorough job in explaining how PBTs can help officers arrive at appropriate arrest/no arrest decisions, it is important that you do not oversell this technology. PBTs need to be presented in their proper context, i.e., something that can help corroborate officers' observations. They must not be viewed by participants as the sole or most important basis for the arrest decision (optional if PBTs are not allowed in your state).

The final segment is "The Arrest Decision". At this time you will briefly review all of the evidentiary concepts covered in Sessions V, VI and VII, and you will stress the importance of basing the arrest decision on all of the evidence gathered during all three phases of DWI Detection.

## **Session VIII - Concepts and Principles of the SFSTs**

In this session you fully explain and repeatedly demonstrate the three SFSTs. It is also at this time that participants begin to practice administering these tests. All three domains of learning, **knowledge, skills and attitudes**, come into play.

The first segment, "Overview: Development and Validity", is a **preparation** step in the **affective** domain. Your goal is to convince your participants that it is worthwhile to learn and use the SFSTs because they have scientific validity, a commodity not shared by any other field sobriety tests.

The second segment is "Horizontal Gaze Nystagmus (HGN)". Here, you present each of the three validated clues of HGN in sequence: Lack of Smooth Pursuit; Distinct and Sustained Nystagmus at Maximum Deviation; and, Onset of Nystagmus prior to 45 Degrees. You demonstrate the proper method of checking for each of these clues and, monitor brief but productive intervals during which your participants practice checking for each clue. You also explain how to interpret the results of an HGN test, i.e., to evaluate whether or not a suspect is impaired based on the HGN clues, and you explain the scientific validity associated with the interpretation of HGN clues.

The third segment, "Walk-and-Turn", is identical in structure to the preceding segment. You explain and repeatedly demonstrate the instructional procedures for administering Walk-and-Turn. You involve participants in these demonstrations, and you coach the participants in properly giving the verbal instructions and physical demonstrations that must accompany the administration of this test. You explain the eight validated clues of impairment for Walk-and-Turn, and you explain how to interpret those clues in accordance with the findings of the validation research. You will set up and monitor practice intervals in which the participants will administer the Walk-and-Turn.

The fourth segment is "One-Leg Stand". It is structured in much the same way as the second and third segments. You will explain and demonstrate how One-Leg Stand is administered. You will explain the four validated clues of impairment for One-Leg Stand, and you will explain how to interpret those clues in accordance with the validation research. You will set up and monitor practice intervals during which the participants will practice administering the One-Leg Stand.

In the fifth segment, "Limitations of the Three Tests", you will explain the circumstances under which each of the SFSTs **might** not be reliable indicators of alcohol impairment.

In the final segment, "Taking Field Notes on the SFSTs", you will explain how to record the observed clues.

## **Session IX - Test Battery Demonstrations**

This session is a **presentation** step in the **psychomotor domain**. Here, you will conduct several complete and careful demonstrations of how the three SFSTs are administered and interpreted. The Session has two Segments. The first is "Live Classroom Demonstrations". You will conduct two complete demonstrations of the three tests, using participants as the test "subjects". Then, you will "talk" a student through a complete demonstration, using another student as the "subject".

The second segment is "Videotape Demonstrations". This videotape demonstrates the correct administration of the Standardized Field Sobriety Tests.

### **Session X - "Dry Run" Practice Session**

This session is a **coaching and practice** step in the **psychomotor** domain. You will assign participants to work in teams, taking turns administering the three tests to one another. You will monitor their work, and provide constructive criticism and commendations, as appropriate.

### **Session XI and Session XI-A - "Testing Subjects" Practice: First Session**

The core curriculum requires a live drinking session. This two-hour session ends the second day of training. It is a **coaching and practice** step in the **psychomotor** domain. Again, you will assign the participants to work in teams. But, instead of testing each other, they will administer the tests to a group of volunteer drinkers **who are not members of the class** and who have been recruited especially for this purpose. The participants will carefully record, and interpret, the volunteers' performance of the tests, and will assess each volunteer's impairment. In the final segment of this Session, "Session Wrap-up", participants will report their assessments of the volunteers, and will be informed of the volunteers' BACs. (Instructions for "dosing" volunteers are in the Administrator's Guide, page 15).

For Options One and Two participants will view the NHTSA/IACP approved video tapes designated for this session. This two hour Session ends the second day of training. It is a **coaching and practice** step in the **psychomotor** domain. You will assign the participants to work in teams. They will practice administration of the SFST on another student, view the video tapes, assess the video-taped subjects' impairment, and record their observations. In the final segment of this Session, "Session Wrap-up", participants will report their assessments of the taped subjects, and will be informed of the subjects' BACs.

**NOTE: The IACP strongly recommends using the core curriculum.**

### **Session XII - Processing the Arrested Suspect and Preparing for Trial**

This session is a **presentation** step in the **cognitive** and **psychomotor** domains. In the first of its five Segments, "The Processing Phase", you will review the tasks officers are supposed to perform when processing persons arrested for DWI. Since these tasks vary somewhat from agency to agency, **you may have to modify the content of this first segment.**

In the second segment, "Preparing the DWI Offense/Arrest Report: Documenting the Evidence", you will overview the kind of information officers should include in their DWI reports. Participants will view a nighttime DWI stop and arrest scenario. They will record their observations on a DWI Investigation Field Notes form. In the third segment, "Narrative DWI Arrest Report", you will present and explain a model report writing format. The narrative DWI Arrest Report will be based on the participants DWI Investigation Field Notes Form.

The fourth segment is "Case Preparation and Pretrial Conference". You will explain the things officers should do in preparing to testify in DWI cases, and you will emphasize the role of the pretrial conference with the prosecutor in trial preparation. You will show a video tape of a pretrial conference, and discuss the strengths and weaknesses of the officer's preparation with your participants.

The final segment is "Guidelines for Direct Testimony". You will present and explain some "dos and don'ts" of testimony in DWI cases. You will show a video segment of a prepared officer. You will discuss the officer's performance with your participants.

### **Session XIII - Report Writing Exercise and Moot Court**

This session is a **coaching and practice** step in the **psychomotor** domain. In the first segment, "Procedures and Assignments", you will inform the participants that they will view a video portrayal of a typical DWI detection-to-arrest sequence, and must then write a narrative report on that sequence, using the model report format presented in Session XII. In the second segment, "Report Writing Exercise", you will show the video and participants will write their reports.

In the final segment, "Moot Court Exercise", two participants will be selected to "testify" about this "arrest" in a Moot Court setting. **Please note** that the participants selected to testify will do so independently of one another, and they will each be "sequestered" during the other's testimony.

### **Session XIV and XIV-A - "Testing Subjects" Practice: Second Session**

The core curriculum and Option One require this session to contain a live drinking workshop. The procedures for this session are identical to Session XI.

For Option Two participants will view the NHTSA/IACP approved video tapes designated for this session. The procedures for this option are identical to those in Session XI-A.

NOTE: The IACP strongly recommends using the core curriculum.

## Session XV - Review and Proficiency Examinations

This session is a **coaching and practice** and **evaluation** step in the **psychomotor** domain. You will select participants to administer the complete SFST battery, they will also explain and interpret the validated clues for each test. You will constructively critique the participants' demonstrations and explanations, as appropriate. Then, you will show a video segment demonstrating the proper administration of a Standardized Field Sobriety Test. Next, you will formally **test** each student's ability to administer the three tests properly. **Participants may not receive a certificate of completion of this training until they have "passed" the proficiency examination.**

## Session XVI - Written Examination and Program Conclusion

This session is an **evaluation** step in the **cognitive** and **affective** domains. The cognitive evaluation is based on a written examination. The passing grade is 80%. The affective evaluation is based on an anonymous critique form that participants will complete.

*NATIONAL STANDARDS*

*FOR THE*

***STANDARDIZED FIELD SOBRIETY TESTING (SFST)***

*PROGRAM*

Presented by

The International Association of Chiefs of Police  
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# **STANDARDS FOR THE STANDARDIZED FIELD SOBRIETY TESTING (SFST) PROGRAM**

## **Executive Summary**

Since the mid-1970s, the National Highway Traffic Safety Administration (NHTSA), with the cooperation and assistance of the law enforcement community, has conducted research that resulted in the development of a battery of three standardized field sobriety tests (horizontal gaze nystagmus, walk-and-turn, and the one leg stand) to assist police officers in detecting impaired drivers. The program, which was previously termed Improved Sobriety Testing, was initially developed by the Los Angeles Police Department and was validated in laboratory and field studies conducted by the Southern California Research Institute. Training in how to conduct the tests is included in the NHTSA course DWI Detection and Standardized Field Sobriety Testing.

In 1986, the Advisory Committee on Highway Safety of the International Association of Chiefs of Police (IACP) passed a resolution which recommended that law enforcement agencies adopt and implement the field sobriety testing training program developed by NHTSA. As the program has grown, it has become apparent that in order to insure continued success, nationally accepted standards must be established. These standards, which establish criteria for the selection and training of SFST practitioners, would help insure the continued high level of success of the SFST program. In 1992, the IACP Highway Safety Committee recommended the development of this system of nationally accepted standards.

In April of 1992, the IACP and NHTSA sponsored a meeting at the headquarters of IACP in Arlington, Virginia. Persons invited to this meeting included senior SFST instructors from several states, curriculum specialists, and training administrators. The participants met in working groups to reach a consensus concerning the many issues relating to the SFST program and to develop recommended minimum standards to the IACP Advisory Committee on Highway Safety. The standards were drafted and presented to the committee for their review at the midyear meeting in June 1992.

The Advisory Committee on Highway Safety, by resolution, adopted the national standards for the SFST Program. The standards were subsequently approved by voting membership of the IACP.

Presented in this document are standards specifying the requirement for selection and training of SFST practitioners and SFST instructors.

## **I. STANDARDS FOR TRAINING IN STANDARDIZED FIELD SOBRIETY TESTING**

Standards in this section specify the criteria which must be met prior to an individual's completion in the Standardized Field Sobriety Testing (SFST) Program. These criteria outline the knowledge and skills required to be considered for training, as well as the knowledge required for completion of the program.

The current approved curriculum involves a three-day training program. Prior to beginning the training program, participants should have an interest in traffic law enforcement with an emphasis on DUI/DWI. During this training, participants are taught to administer and interpret the results of the SFST battery, including horizontal gaze nystagmus (HGN), walk-and-turn and the one-leg-stand.

Upon completion of this classroom training, the student must pass a comprehensive written examination and successfully complete a proficiency examination witnessed by an SFST instructor.

**1.1 In order to be considered for training in the SFST, a person shall be employed and under the direct control of a public criminal justice agency or institution involved in providing training services to law enforcement agencies.**

*Commentary:* At the discretion of the agency head or administrator, and with consent of the training authority, other persons may audit or observe any or all portions of the SFST training.

**1.2 SFST participants shall complete an approved classroom training course which shall, at a minimum, achieve the learning objectives as stated in the IACP-approved training curriculum.**

*Commentary:* This curriculum normally takes about 24 hours to teach. To be recognized by IACP, regardless of hours, the student must have met all of the listed learning goals and performance objectives included in each of the 16 sessions.

Because of the differences in the type and level of training for officers in the detection of impaired substances, agencies should determine the most effective means of providing classroom training in SFST. However, in order to maintain the credibility and integrity of the program, agencies that use a training program other than that currently approved by the IACP must have the alternative curriculum approved by the IACP Advisory Committee on Highway Safety as meeting the required learning objectives. In addition, the IACP Drug Evaluation and Classification Program Technical Advisory Panel, an advisory arm of the Advisory Committee on Highway Safety, will be responsible for providing periodic updates and modifications to the IACP-approved training curriculum. Presently, the core SFST training course is 24 hours in length and includes at least two controlled drinking sessions utilizing volunteer drinkers, (i.e., "live alcohol workshops"). Acceptable options to the "live" workshops involving the use of videotapes have been approved. The acceptable alternatives are (1) to substitute NHTSA/IACP approved videotapes of "dosed" subjects for the first alcohol workshop, but to conduct the second alcohol workshop "live"; or (2) to substitute NHTSA/IACP approved videotapes of "dosed" subjects for both alcohol workshops.

*It is critical to note that the purpose of this training is to ensure that participants become proficient in administering and interpreting standardized field sobriety tests. NHTSA and IACP recognize the limitations some agencies have in conducting live alcohol workshops. If either option is selected, each student must maintain a log of each SFST administered.*

**1.3 All SFST candidates shall attend and complete all classroom portions of an approved SFST curriculum. This shall include satisfactorily completing all assignments and required examinations. Participants shall not be permitted to “test out” of portions of the training nor shall they be permitted to attend only those classes that they have not previously completed.**

*Commentary:* Class sessions missed should be made up at the earliest possible time.

**1.4 In order to satisfactorily complete the classroom portion of the training, SFST candidates must complete the IACP-approved final examination with a score of not less than eighty percent (80%). Candidates scoring less than 80% on the final may be retested one time under the supervision of an SFST instructor. The retest shall be completed not less than 15 nor more than 30 days following the completion of the classroom training.**

*Commentary:* The examination used to retest the candidate shall be an IACP-approved examination and shall not have been administered to the candidate previously. If the candidate does not achieve a passing score on reexamination, the candidate must retake the classroom portion of the training and pass the final examination.

**1.5 Upon completion of training, the candidate must demonstrate the ability to administer the SFSTs in the approved sequence and appropriately document and interpret the results.**

*Commentary:* One of the primary factors in the success of the SFST program has been the emphasis upon a standardized approach. The training stresses the importance of a systematic, structured administration of the SFSTs. This includes completing all portions of the field sobriety tests in the appropriate sequence.

## **II. STANDARDS FOR TRAINING AS INSTRUCTORS IN THE STANDARDIZED FIELD SOBRIETY TESTING PROGRAM**

These instructors will have successfully completed the IACP-approved Standardized Field Sobriety Testing (SFST) training program or its equivalent, and will have experience in administering the SFSTs and in proving testimony in court in the area of DUI/DWI enforcement. Dedicated, qualified instructors are critical to the continued success of the SFST program.

SFST instructors are responsible for observing, evaluating and verifying their performance of SFST candidates throughout the training process. Therefore, only persons experienced in the administration of the SFST battery should become instructors in the SFST training program.

Also addressed in this section are standards for instructors/trainers in the program. These individuals are responsible for training the SFST instructors.

**2.1 Only persons who have successfully completed the IACP-approved DUI Detection and Standardized Field Sobriety Testing training program, or its equivalent, may be designated as SFST instructors.**

**2.2 Any SFST trained person desiring to become an instructor in the SFST Program shall make a written application through and be recommended by their agencies as meeting all requirements to become instructors.**

*Commentary:* The agency head or SFST coordinator shall verify that a candidate instructor meets the prerequisites to enter SFST instructor training. Prerequisites may also include any state, local or agency requirements specified for instructors within the jurisdiction.

**2.3 The candidate instructor shall satisfactorily complete the IACP-approved SFST Instructor School, or an approved equivalent, which shall include both knowledge and practical examination of candidate instructors. IACP/NHTSA - certified DRE instructors are recognized as SFST instructors and are approved to instruct the SFST program.**

*Commentary:* This requirement does not preclude state or local jurisdictions from placing additional requirements on persons assigned to teach in local law enforcement programs.

The IACP Highway Safety Committee shall be responsible for reviewing and evaluating alternative training programs submitted by agencies. Those programs meeting or exceeding the approved learning objectives for instructor training shall be deemed “equivalent”.

**2.4 All training sessions conducted as part of the SFST Program shall be coordinated by a designated SFST instructor who has previously instructed, to insure proper conduct and delivery of the approved curriculum.**

**Commentary:** To ensure that all training classes are conducted in accordance with the standards, it is recommended that the instructor coordinating the training have a minimum of one-year experience as a SFST instructor.

**2.5 An instructor trainer (a person who is training instructors) shall have demonstrated proficiency as an instructor.**

**2.6 An instructor trainer must be knowledgeable of and have audited the SFST School and the SFST Instructor School, and must be thoroughly familiar with the SFST student and instructor manuals.**

**Commentary:** An instructor must demonstrate evidence of the satisfactory completion of the IACP/NHTSA-approved Instructor Development Course or equivalent. Instructor trainers must be familiar with the approved SFST Training Program and be thoroughly familiar with the lesson plans for their assigned blocks of instruction.

### **III. SFST REFRESHER TRAINING**

**Commentary:** To assist agencies administer refresher training, a CD Rom refresher course has been developed by NHTSA and is available to interested agencies. See Appendix D.

**The Use of Video in Training for  
Standardized Field Sobriety Tests (SFST)**

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**TECHNICAL REPORT**

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# Technical Report Documentation Page

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16. Abstract  The NHTSA training program to certify law enforcement officers in administration of Standardized Field Sobriety Tests (SFSTs) includes two "workshops" in which trainees administer sobriety tests to alcohol-dosed subjects has led to consideration of video as an alternative training method. A preliminary study showed that Certified SFST examiners scoring videotaped performance of alcohol-dosed subjects obtained the same results as examiners scoring the subjects directly. An experiment was therefore undertaken to compare three alternative methods of conducting training during the workshops: live alcohol-dosed subjects (alcohol), video-recorded performances of alcohol-dosed subjects (video), and a combination of the video and alcohol methods (video/alcohol). A total of 133 SFST trainees were randomly assigned to the three training methods. The results disclosed extremely small and statistically nonsignificant differences among the three workshop methods in the proficiency with which trainees administered and scored the SFST with alcohol-dosed subjects in a final performance test. It was concluded that video provides an acceptable alternative to live dosed subjects in training law enforcement officers to administer SFSTs.			
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## **The Role of Video Training**

The use of video tapes in Sessions XIA and XIVA is not intended to imply that video can serve as a “substitute” for training with live dosed subjects. However, a combination of practical and moral obstacles to use of alcohol-dosed subjects in training has threatened to prevent the administration of SFST courses in many jurisdictions. Here the choice is not between video and alcohol workshops but between video and no instruction at all. The results of this study clearly resolve that decision.

**REMINDER: Only the IACP/NHTSA options tapes are approved for this instruction.**

## **The Conclusions of this Study**

From the results of this study, the following conclusions may be offered:

1. Videotaped administration of the Standardized Field Sobriety Test (SFST) of alcohol-dosed subjects can be used as an alternative to the use of live alcohol-dosed subjects in either or both of the current training “workshops” without altering the ability of trainees to administer or score the test.
2. Current SFST training leads to significant gains in knowledge of administration procedures and scoring criteria. However, gains in scoring the Walk-And-Turn and One-Leg-Stand are minimal owing to the objectivity of the scoring criteria.
3. The only significant differences among approaches to teaching the workshop involve the direction of trainee scoring errors on the Walk-And-Turn and One-Leg-Stand, where trainees from the video workshop tend to report slightly fewer impairment clues than Certified Examiners, while those participating in either or both alcohol workshops tend to report more clues.

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- McKnight, A. J.; Marques, P. R. Estimating alcohol impairment from behavioral cues. *Journal of Alcohol Studies*. 1991; 52(5): pp 389-397
- Russ, N. W.; Geller, E. S. Evaluation of a server intervention program for preventing drunk driving. Final Report No. DD-3 ed.; Blacksburg, VA: Virginia Polytechnic Institute and State University, Department of Psychology; 1986. 56 pages.

Tharp, V.; Burns, M.; Moskowitz, H. Development and field test of psychophysical tests for DWI arrest; 1981; NHTSA Report # DOT-HS-805-864. Available from NTIS, Springfield, VA 22151.

### **CDRom Refresher Training For The Standardized Field Sobriety Tests**

In support of SFST training the National Highway Traffic Safety Administration (NHTSA) has developed a self-instructional SFST refresher training course using interactive CDRom as the delivery technology.

SFST refresher training can now take place anywhere, anytime, using a desktop personal computer or a laptop computer when offsite. This training targets law enforcement officers at the Federal, state, county and local level who have already taken, **and successfully completed**, the basic SFST classroom training course.

These individuals will now be able to refresh their skills at:

- o recognizing and interpreting evidence of DWI;
- o administering and interpreting the scientifically validated sobriety tests, and
- o describing DWI evidence clearly and convincingly.

The refresher training course provides the user with information regarding recent case law and research studies conducted. Also, it outlines the availability of advanced training in recognizing and understanding the characteristics of drugs that impair driving.

A separate section of the refresher training course is designated for prosecutors. It is intended to assist them in understanding the concepts and principles of SFST.

To obtain a copy of the SFST CDRom Refresher Training Course, please contact your State Office of Highway Safety (Appendix E) or your closest NHTSA Regional Office (Appendix F).

## STATE OFFICES OF HIGHWAY SAFETY

**Alabama**

Dept Of Econ & Comm Affairs  
401 Adams Ave (PO Box 5690)  
Montgomery, AL 36103-5690  
(334) 242-5803  
FAX (334) 242-0712

**Alaska**

Alaska Hwy Safety Planning  
Agency  
450 Whittier St.  
Juneau, AK 99811  
(907) 465-4374  
FAX (907) 465-5860

**Arizona**

Gov's Office of Hwy Safety  
3030 N. Central, Suite 1550  
Phoenix, AZ 85012  
(602) 255-3216  
FAX (602) 255-1265

**Arkansas**

AR State Hwy & Trans. Dept.  
11300 Baseline Rd  
Little Rock, AR 72203-2261  
(501) 569-2648  
FAX (501) 569-2651

**California**

Business, Transportation, and  
Housing Agency  
7000 Franklin Blvd., Suite 440  
Sacramento, CA 95823  
(916) 262-0990  
FAX (916) 262-2960

**Colorado**

Department of Transportation  
4201 E. Arkansas Ave.  
Denver, CO 80222  
(303) 757-9440  
FAX (303) 757-9219

**Connecticut**

Department of Transportation  
PO Box 317546  
2800 Berlin Turnpike  
Newington, CT 06131-7546  
(860) 594-2370  
FAX (860) 594-2374

**Delaware**

Office of Highway Safety  
Public Safety Bldg, Box 1321  
Rte. 113 South & Bay Road  
Dover, DE 19903-1321  
(302) 739-3295  
FAX (302) 739-5995

**District of Columbia**

DC Dept of Public Works  
Frank D. Reeves Center  
2000 14th St., NW, 7th Floor  
Washington, DC 20009  
(202) 671-0492  
FAX (202) 939-7185

**Florida**

Department of Transportation  
605 Suwanne Street, MS-53  
Tallahassee, FL 32399-0450  
(850) 488-3546  
FAX (850) 922-2935

**Georgia**

Gov.'s Office of Hwy. Safety  
1 Park Tower  
34 Peachtree Street, Suite 1600  
Atlanta, GA 30303  
(404) 656-6996  
FAX (404) 651-9107

**Hawaii**

Motor Vehicle Safety Office  
Department of Transportation  
601 Kamokila Blvd, Room 511  
Kapolei, HI 96707  
(808) 692-7650  
FAX (808) 692-7665

**Idaho**

Department of Transportation  
3311 W. State St.  
Boise, ID 83707  
(208) 334-8101  
FAX (208) 334-3858

**Illinois**

Department of Transportation  
PO Box 19245  
3215 Executive Park Drive  
Springfield, IL 62794-9245  
(217) 782-4974  
FAX (217) 782-9159

**Indiana**

Governor's Council on Impaired  
and Dangerous Driving  
ISTA Building, Suite 330  
150 West Market  
Indianapolis, IN 46204  
(317) 232-4220  
FAX (317) 233-5150

**Iowa**

Gov. Traffic Safety Bureau  
307 East Seventh Street  
Des Moines, IA 50319-0248  
(515) 281-3907  
FAX (515) 281-6190

**Kansas**

Bureau of Traffic Safety  
Thacher Building, 3<sup>rd</sup> Floor  
217 SE 4<sup>th</sup> Street  
Topeka, KS 66603  
(785) 296-3756  
FAX (785) 291-3010

**Kentucky**

KY State Police Headquarters  
919 Versailles Road  
Frankfort, KY 40601-9980  
(502) 695-6356  
FAX (502) 573-1634

**Louisiana**

LA Hwy Safety Commission  
PO Box 66336  
Baton Rouge, LA 70896  
(225) 925-6991  
FAX (225) 922-0083

**Maine**

Bureau of Highway Safety  
164 State House Station  
Augusta, ME 04333  
(207) 624-8756  
FAX (207) 624-8768

**Maryland**

Office of Traffic and Safety  
7491 Connelley Drive  
Hanover, MD 21076  
(410) 787-4017  
FAX (410) 787-4082

**Massachusetts**

Gov. Highway Safety Bureau  
10 Park Plaza, Suite 5220  
Boston, MA 02116-3933  
(617) 973-8904  
FAX (617) 973-8917

**Michigan**

Office of Hwy. Safety Planning  
4000 Collins Road  
PO Box 30633  
Lansing, MI 48909-8133  
(517) 336-6477  
FAX (517) 333-5756

**Minnesota**

Office of Traffic Safety  
444 Cedar Street, Suite 150  
St. Paul, MN 55101-5150  
(651) 296-9507  
FAX (651) 297-4844

**Mississippi**

Gov.'s Highway Safety Office  
401 North West St., 8th Floor  
Jackson, MS 39225-3039  
(601) 359-7880  
FAX (601) 359-7832

**Missouri**

Division Of Highway Safety  
PO Box 104808  
Jefferson City, MO 65110  
(573) 751-4161  
FAX (573) 634-5977

**Montana**

Department of Transportation  
PO Box 201001  
2701 Prospect Ave., Room 109  
Helena, MT 59620-1001  
(406) 444-3423  
FAX (406) 444-7303

**Nebraska**

Office of Highway Safety  
PO Box 94612  
Lincoln, NE 68509  
(402) 471-2515  
FAX (402) 471-3865

**Nevada**

Office of Traffic Safety  
Dept. of Motor Vehicles  
& Public Safety  
555 Wright Way  
Carson City, NV 89711-0099  
(775) 687-5720  
FAX (775) 687-5328

**New Hampshire**

Highway Safety Agency  
Pine Inn Plaza  
117 Manchester Street  
Concord, NH 03301  
(603) 271-2131  
FAX (603) 271-3790

**New Jersey**

Div. of Highway Traffic Safety  
225 East State Street, CN-048  
Trenton, NJ 08625  
(609) 633-9300  
FAX (609) 633-9020

**New Mexico**

Traffic Safety Bureau  
604 W. San Mateo  
P.O. Box 1149  
Santa Fe, NM 87504-1149  
(505) 827-0427  
FAX (505) 827-0431

**New York**

Gov. Traffic Safety Committee  
Swan St. Bldg., Empire Plaza  
Albany, NY 12228  
(518) 473-9007  
FAX (518) 473-6946

**North Carolina**

Gov. Highway Safety Program  
215 East Lane Street  
Raleigh, NC 27601  
(919) 733-3083  
FAX (919) 733-0604

**North Dakota**

Drivers Lic. & Traf. Safety Div.  
Department of Transportation  
608 East Boulevard Avenue  
Bismarck, ND 58505-0700  
(701) 328-2601  
FAX (701) 328-2435

**Ohio**

Office of Gov. Hwy. Safety Rep.  
PO Box 182081  
1970 W. Broad Street (43223)  
Columbus, OH 43218-2081  
(614) 466-3250  
FAX (614) 728-8330

**Oklahoma**

OK Highway Safety Office  
3223 North Lincoln  
Oklahoma City, OK 73105  
(405) 521-3314  
FAX (405) 524-4906

**Oregon**

Transportation Safety Section  
555 13<sup>th</sup> Street, NE  
Salem, OR 97310  
(503) 986-4190  
FAX (503) 986-4189

**Pennsylvania**

Bureau of Highway Safety and  
Traffic Engineering  
555 Walnut Street  
7<sup>th</sup> Floor, Forum Place  
Harrisburg, PA 17105-2047  
(717) 787-7350 or 8069  
FAX (717) 783-8012

**Rhode Island**

Gov. Office of Highway Safety  
345 Harris Avenue  
Providence, RI 02909  
(401) 222-3024  
FAX (401) 222-6038

**South Carolina**

Department of Public Safety  
5400 Broad River Road  
Columbia, SC 29210  
(803) 896-7896  
FAX (803) 896-8393

**South Dakota**

Office of Highway Safety  
Dept Of Commerce & Reg.  
118 West Capitol  
Pierre, SD 57501  
(605) 773-4493  
FAX (605) 773-6893

**Tennessee**

Gov. Highway Safety Programs  
James K Polk State Office Bldg  
505 Deaderick Street, Suite 600  
Nashville, TN 37243  
(615) 741-2589  
FAX (615) 741-9673

**Texas**

Department of Transportation  
125 E. 11th Street  
Austin, TX 78701-2483  
(512) 416-3202  
FAX (512) 416-3214

**Utah**

Highway Safety Office  
Department of Public Safety  
5263 South 300 West, Suite 202  
Salt Lake City, UT 84107  
(801) 293-2481  
FAX (801) 293-2498

**Vermont**

Highway Safety Agency  
103 South Main Street  
Waterbury, VT 05671-2101  
(802) 244-1317  
FAX (802) 244-4124

**Virginia**

Transportation Safety Services  
Department of Motor Vehicles  
PO Box 27412  
Richmond, VA 23269  
(804) 367-1670  
FAX (804) 367-6631

**Washington**

Traffic Safety Commission  
1000 South Cherry Street,  
MS/PD-11  
Olympia, WA 98504  
(360) 753-6197  
FAX (360) 586-6489

**West Virginia**

Driver Services  
Department of Motor Vehicles  
Capitol Complex Bldg 3 Rm 118  
Charleston, WV 25317  
(304) 558-6080 Ext. 13  
FAX (304) 558-0391

**Wisconsin**

Bureau Of Transportation  
Hill Farms State Ofc. Bldg #933  
4802 Sheboygan Avenue  
PO Box 7936  
Madison, WI 53707-7936  
(608) 266-3048  
FAX (608) 267-0441

**Wyoming**

Highway Safety Program  
5300 Bishop Blvd., PO Box 1708  
Cheyenne, WY 82003-9019  
(307) 777-4450  
FAX (307) 777-4250

**American Samoa**

Office of Highway Safety  
Government of American Samoa  
PO Box 1086  
Pago Pago, AS 96799  
(684) 699-1911 or 2911  
FAX (684) 699-4224

**Guam**

Dept. of Public Works, OHS  
542 N. Marine Drive  
Tamuning, GU 96910  
(671) 646-3211  
FAX (671) 646-3733

**Commonwealth of The  
Northern Marina Islands**

Department of Public Safety  
Office of Special Programs  
Commonwealth of No.  
Mariana Islands  
PO Box 791  
Civic Center; Susupe Village  
Saipan, MP 96950  
(670) 664-9128  
FAX (670) 664-9141

**Puerto Rico**

Traffic Safety Commission  
Box 41289, Minillas Station  
Santurce, PR 00940  
(787) 723-3590  
FAX (787) 727-0486

**Virgin Islands**

Office of Highway Safety  
Lagoon Street Complex  
Fredriksted  
St. Croix, VI 00840  
(340) 776-5820  
FAX (340) 772-2626

**Indian Nations**

Indian Hwy. Safety Programs  
Bureau of Indian Affairs  
Dept. of Interior, Suite 1705  
505 Marquette Avenue, NW  
Albuquerque, NM 87102  
(505) 248-5053  
FAX (505) 248-5064

NHTSA REGIONAL OFFICES

**New England Region**

Volpe National Trans. Systems Center  
55 Broadway - Kendall Square - Code 903  
Cambridge, MA 02142  
(617) 494-3427  
FAX (617) 494-3646

**Eastern Region**

222 Mamaroneck Ave, Suite 204  
White Plains, NY 10605  
(914) 682-6162  
FAX (914) 682-6239

**Mid Atlantic Region**

10 South Howard Street, Suite 4000  
Baltimore, MD 21201  
(410) 962-0077  
FAX (410) 962-2770

**Southeast Region**

Atlanta Federal Center  
61 Forsyth Street, SW, Suite 17T30  
Atlanta, GA 30303  
(404) 562-3739  
FAX (404) 562-3763

**Great Lakes Region**

19900 Governors Drive, Suite 201  
Olympia Fields, IL 60461  
(708) 503-8822  
FAX (708) 503-8991

**South Central Region and Indian Nations**

819 Taylor Street Room 8A38  
Fort Worth, TX 76102-6177  
(817) 978-3653  
FAX (817) 978-8339

**Central Region**

PO Box 412515 (Zip 64141)  
6301 Rockhill Road Rm 100 (Zip 64131)  
Kansas City, MO  
(816) 822-7233  
FAX (816) 822-2069

**Rocky Mountain Region**

555 Zang Street, Room 430  
Denver, CO 80228  
(303) 969-6917  
FAX (303) 969-6294

**Western Region and Pacific Territories**

201 Mission Street, Suite 2230  
San Francisco, CA 94105  
(415) 744-3089  
FAX (744-2532

**Northwest Region**

3140 Jackson Federal Building  
915 Second Avenue  
Seattle, WA 98174  
(206) 220-7640  
FAX (206) 220-7651



**ALL MATERIALS ARE MASTERS – COPY AS NEEDED.****ATTENTION: LEAD INSTRUCTOR/COURSE ADMINISTRATOR**

In order to assist the National Highway Traffic Safety Administration in the validation of course materials, the Transportation Safety Institute is requesting your feedback. The purpose of conducting this evaluation is to determine:

- ◆ accuracy and completeness of course materials
- ◆ adequacy of course material design
- ◆ utility of course materials
- ◆ usability of course materials

Course materials are evolving documents which must be updated and refined in detail over the life of the course through a process of review, comment, analysis and revision in order to meet the training requirements of instructors as well as participants.

The attached questionnaire provides the expert users (lead instructors/course administrators) an opportunity to assess the viability of the course materials in relation to its capabilities and constraints. The goal of this questionnaire is to identify and set in motion actions to resolve course implementation issues as early as possible. The review and input that you provide is vital to the success of NHTSA's training mission.

**DIRECTIONS:** Fill out the **Lead Instructor/Course Administrator Questionnaire** at the completion of this course. Use this questionnaire to record your comments about the strengths and weaknesses of the instructional package provided for this course. Please provide detailed answers for each item requiring further explanation. (Use specific examples when available.) In addition, complete an **Instructor Roster and a Participant Roster** (*attachments are provided for your convenience*) **WITHIN 10 DAYS OF CLASS COMPLETION, RETURN BOTH ROSTERS AND QUESTIONNAIRE TO:**

**TRANSPORTATION SAFETY INSTITUTE  
HIGHWAY TRAFFIC SAFETY DIVISION DTI-70  
P.O. BOX 25082  
OKLAHOMA CITY, OK 73125**

If further information is needed, or if you have any questions concerning this evaluation process, contact DTI-70, Phone: (405) 954-3112, FAX: (405) 954-8264.

## INSTRUCTOR ROSTER

**Course Name:**

**Course Date:**

**Course Location:**

Name: _____	Name: _____
Title: _____	Title: _____
Organization: _____	Organization: _____
_____	_____
Mailing Address: _____	Mailing Address: _____
_____ Zip _____	_____ Zip _____
Phone: ____ (____) _____	Phone: ____ (____) _____

Name: _____	Name: _____
Title: _____	Title: _____
Organization: _____	Organization: _____
_____	_____
Mailing Address: _____	Mailing Address: _____
_____ Zip _____	_____ Zip _____
Phone: ____ (____) _____	Phone: ____ (____) _____

Name: _____	Name: _____
Title: _____	Title: _____
Organization: _____	Organization: _____
_____	_____
Mailing Address: _____	Mailing Address: _____
_____ Zip _____	_____ Zip _____
Phone: ____ (____) _____	Phone: ____ (____) _____

(COPY THIS FORM FOR ADDITIONAL NAMES)

## PARTICIPANT ROSTER

**Course Name:**

**Course Date:**

**Course Location:**

Name: \_\_\_\_\_ Name: \_\_\_\_\_

Title: \_\_\_\_\_ Title: \_\_\_\_\_

Organization: \_\_\_\_\_ Organization: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Mailing Address: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

\_\_\_\_\_ Zip \_\_\_\_\_

\_\_\_\_\_ Zip \_\_\_\_\_

Phone: \_\_\_\_ (\_\_\_\_) \_\_\_\_\_

Phone: \_\_\_\_ (\_\_\_\_) \_\_\_\_\_

Name: \_\_\_\_\_ Name: \_\_\_\_\_

Title: \_\_\_\_\_ Title: \_\_\_\_\_

Organization: \_\_\_\_\_ Organization: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Mailing Address: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

\_\_\_\_\_ Zip \_\_\_\_\_

\_\_\_\_\_ Zip \_\_\_\_\_

Phone: \_\_\_\_ (\_\_\_\_) \_\_\_\_\_

Phone: \_\_\_\_ (\_\_\_\_) \_\_\_\_\_

Name: \_\_\_\_\_ Name: \_\_\_\_\_

Title: \_\_\_\_\_ Title: \_\_\_\_\_

Organization: \_\_\_\_\_ Organization: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Mailing Address: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

\_\_\_\_\_ Zip \_\_\_\_\_

\_\_\_\_\_ Zip \_\_\_\_\_

Phone: \_\_\_\_ (\_\_\_\_) \_\_\_\_\_

Phone: \_\_\_\_ (\_\_\_\_) \_\_\_\_\_

(COPY THIS FORM FOR ADDITIONAL NAMES)

# LEAD INSTRUCTOR/COURSE ADMINISTRATOR QUESTIONNAIRE

## ACCURACY AND COMPLETENESS

1. The instructor manual and accompanying course materials **provide sufficient guidance** and information to plan, administer, and teach this course.

Strongly Agree      Agree      Disagree      Strongly Disagree

Comments:

2. The **complete list of training aids**, devices and equipment needed to support this course are listed in the administrator's guide.

Strongly Agree      Agree      Disagree      Strongly Disagree

If not, what needs to be added or deleted?

3. The work session **directions are explained thoroughly** for both instructor and student?

Strongly Agree      Agree      Disagree      Strongly Disagree

Suggestions to clarify directions?

4. Are the instructional materials and media:

- |   |     |    |
|---|-----|----|
| a. <b>Easy to read and understand?</b>  | Yes | No |
| b. <b>Easy to use?</b>  | Yes | No |
| c. <b>Accurate and complete?</b>  | Yes | No |
| d. <b>Congruent</b> with stated objectives?   | Yes | No |
| e. <b>Appropriate to skill and knowledge level</b> of course participants?                | Yes | No |
| f. <b>Clear in purpose</b> , goals, and objectives for both participants and instructors? | Yes | No |

- |   |     |    |
|---|-----|----|
| g. <b>Modern</b> in format and appearance?  | Yes | No |
| h. <b>Free of extraneous details</b> or distractions?   | Yes | No |
| i. <b>Un-biased</b> (free of gender, ethnic, or racial bias?)                                 | Yes | No |
| j. <b>Relevant to the instruction</b> (does it provide "real world" highway safety examples?) | Yes | No |

4. (Continued) Cite specific examples for any “no” response.

## ADAPTABILITY

5. The course material **accommodates all learning styles** (auditory, visual, tactile, etc.)?

Strongly Agree      Agree      Disagree      Strongly Disagree

Comments:

6. The course material and content are adaptable (**some content can be altered in sequence, length, or strategy**) according to the needs of the sponsoring organization? **NOTE:** *Some courses which contain technical or legal information cannot be altered. These courses are excluded from this question. Example: SFST and DEC courses.*

Strongly Agree      Agree      Disagree      Strongly Disagree

Comments:

## USABILITY

7. The course modules are **logically sequenced** in a manner that allows ease of learning.

Strongly Agree      Agree      Disagree      Strongly Disagree

If not, what sequence would you suggest and why?

8. Were there any particular **portions** of the course material or work sessions that participants perceived as “**too difficult**”? If so, list and explain.

9. This course provides sufficient **opportunity for student interaction and participation**.

Strongly Agree      Agree      Disagree      Strongly Disagree

Comments:

10. The course content allows **sufficient work sessions** which reinforce the lecture sessions.

Strongly Agree      Agree      Disagree      Strongly Disagree

Comments:

11. The course content is broken into **logical learning “chunks”** that are easy for participants to comprehend and retain.

Strongly Agree      Agree      Disagree      Strongly Disagree

If you disagree, which segments need revision? Why?

12. Were you able to adhere to the **pre-determined time estimates**? If not, specify which segments need more time, which need less, and why.

## RELEVANCE

13. The course materials will be used as a **future reference and resource tool** for participants.

Strongly Agree      Agree      Disagree      Strongly Disagree

Which materials do you consider the most useful?

14. Do you believe that **additional content segments** are needed for this course? If so, please identify and describe how they will benefit this instruction.

15. Should any of the content **segments** of this course be **eliminated**? If so, which ones and why are they not needed?
16. Does this course provide participants with the **skills and knowledge** they needed to improve their job performance? If not, why?
17. What **recommendations** would you make for improving this course material?

Additional Comments?